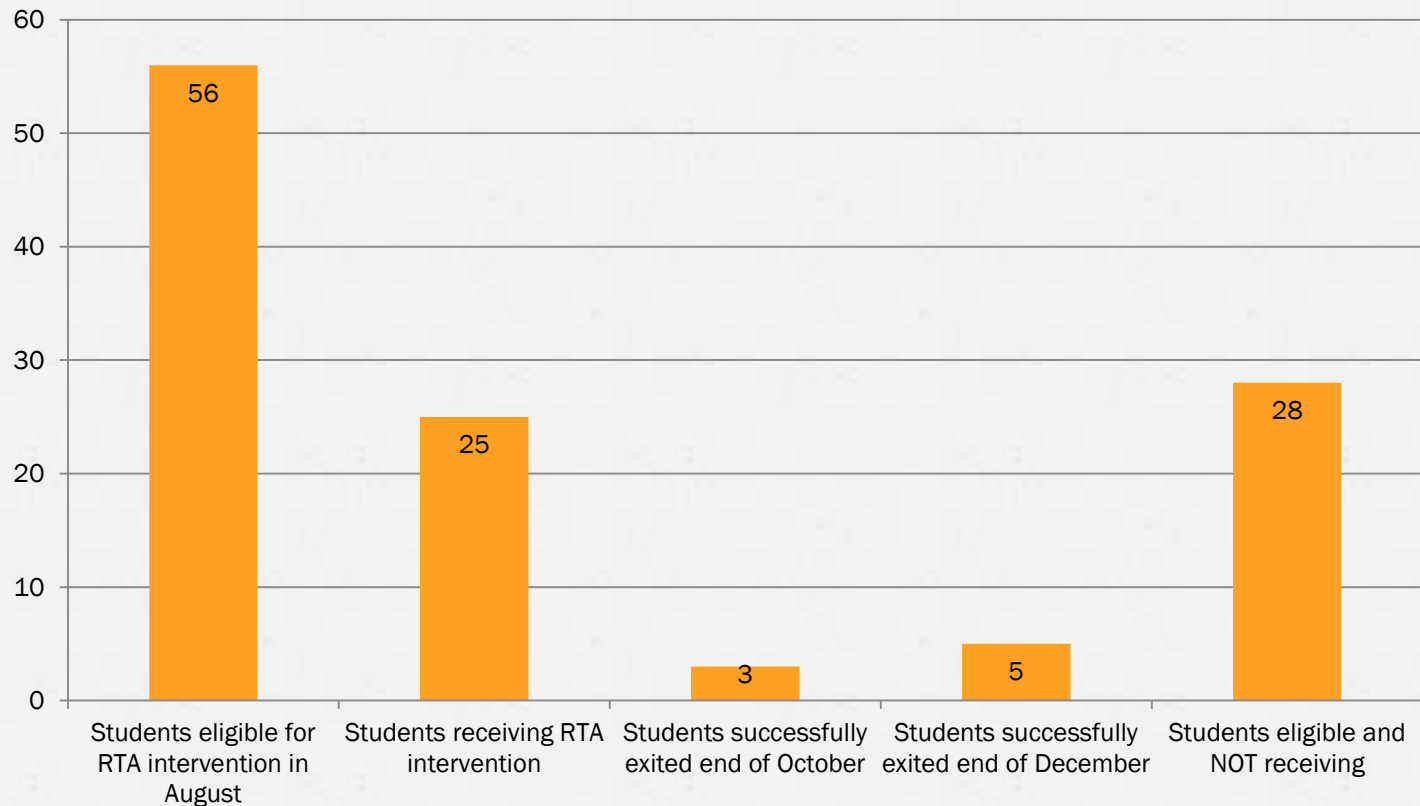


Read to Achieve Webinar 3

February 2012

Program Evaluation Report III

Students in RTA



Attendance Data



Developing Literacy in Second-Language Learners

Information from the Report of the National
Literacy Panel on Language-Minority Children
and Youth (August & Shanahan, 2008)

Jayne Kraemer, PhD
Title III Consultant, English Learners & Immigrant Students

What Works?

- o Enhanced teaching
 - o of the key components of English literacy has clear benefits for language-minority students:
 - o Phonemic awareness
 - o Phonics
 - o Fluency
 - o Vocabulary
 - o Text comprehension

What works?

- Instruction in these key components is necessary but not sufficient.
- **Oral proficiency in English is a critical but often overlooked area of instruction.**
- “Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful.” (August &

Shanahan, 2008)

Strategies for Developing Literacy in English Learners

(August & Shanahan, 2008)

- Take advantage of students' knowledge of their first language:
 - Use books from students' first language for previewing and reviewing.
 - Provide direct instruction regarding cognates.
- Scaffolding
 - Use motions and gestures and get children involved in using motions and gestures (total physical response)
 - Building background through illustrations, videos, and realia. This provides students with support to make the meanings of words clearer.

Strategies for Developing Literacy in English Learners

(August, 2009)

- o Provide instruction in context
 - o Rephrase and engage with students
 - o Choral response
 - o Total physical response
 - o Partner talk

Classroom Ideas for Developing Oral Language in English Learners

(Peregoy & Boyle, 2008)

- o Vocabulary based games
- o Songs
- o Drama
- o Dramatizing poetry
- o Tape-recording children's retelling of wordless picture books
- o Choral Reading

Systematic Vocabulary Instruction for English Learners

- Level 1 vocabulary
 - Concrete, easily definable, translatable
 - Butterfly – mariposa
 - Uncle – Tio
- Level 2 vocabulary
 - Complex and abstract
 - Plot, among, between, but, so
- Level 3 vocabulary
 - Specific academic vocabulary
 - Amoeba, isotope, democracy, geopolitical

Systematic Vocabulary Instruction for English Learners

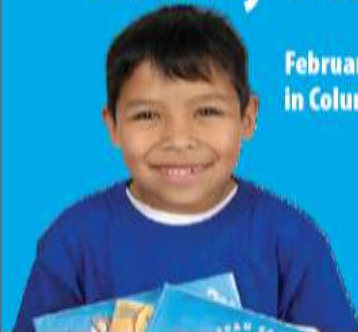
- o Focus on Tier 2 words which many native English speakers already know, but English learners may not.
 - o But, so, why, then
- o Explicitly, systematically teach a combination of Tier 1, 2, and 3 vocabulary in context, with a focus on the unique needs of English learners.

References

- o <http://www.colorincolorado.org/educators/content/vocabulary/>
- o <http://www.alliance.brown.edu/tdl/elemlit/orallanguage.shtml#strategies>
- o http://www.cal.org/create/resources/pubs/CREATEBrief_ResponseToIntervention.pdf

2012 National Reading Recovery & K-6 Classroom Literacy Conference

February 4-7, 2012
in Columbus, Ohio



*This is the nation's premiere
literacy conference that...*

- ★ combines the richness of deep understanding and concrete teaching ideas
- ★ provides a perfect balance of theory and practice, reading, writing, and oral language
- ★ offers 120 sessions focusing on quality literacy instruction and successful classroom intervention to increase student achievement
- ★ demonstrates successful implementation of RTI and Common Core Standards
- ★ contains 21st Century learning that meets the diverse literacy needs of all students
- ★ shares proven teaching strategies for struggling readers in intervention and classroom settings
- ★ presents keynote speakers who inspire and provide teaching and learning substance
- ★ offers specialized sessions for Grades K-2, K-6, 3-6, literacy coaches, intervention specialists, educators of English language learners and special education students, Reading Recovery professionals, and school administrators

Who should attend

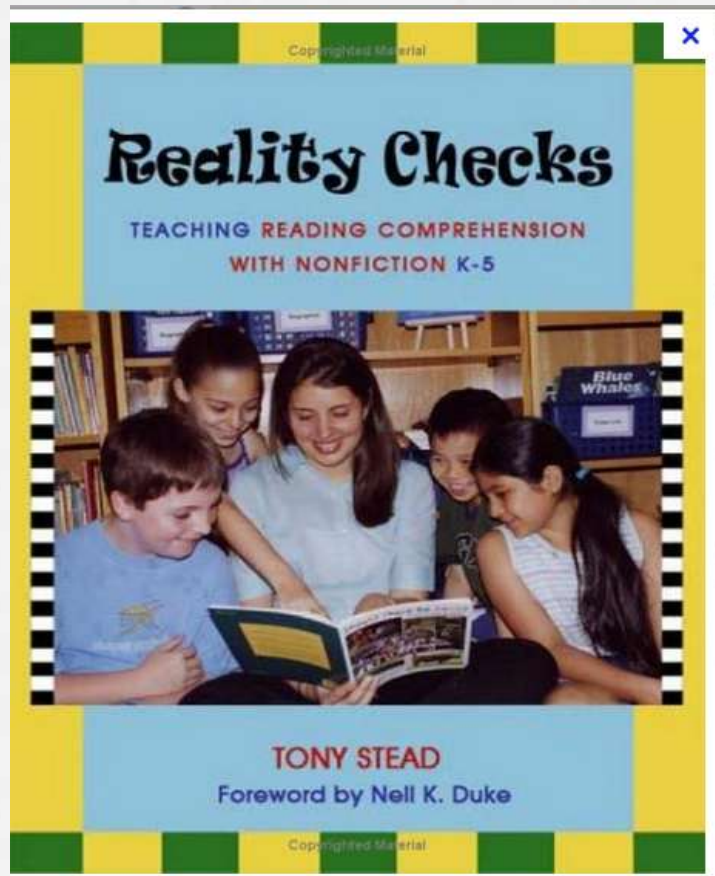
Reading Recovery professionals
K-6 classroom & ELL teachers
Title I teachers & coordinators
Special education professionals
Reading specialists • Literacy coaches & coordinators
Curriculum & language arts specialists
Interventionists • School librarians
University faculty
School literacy teams
School administrators,
principals, superintendents,
& psychologists



**27
YEARS**
of featuring
leading K-6
experts

Handouts

- o <http://www.readingrecovery.org/conferences/national/nc12/handouts.asp>



Comprehension of Text

- o Literal understandings: this requires direct recall from the text
 - o Strategies: retell, compare and contrast, recognize main ideas, summarize
- o Interpretive understandings: students must make inferences from the information.
 - o Strategies: sequencing events, predicting, making connections (T:T, T:S, T:W)
- o Evaluative understandings: students make judgments as to the content of the material read.
 - o Strategies: fact vs. opinion, synthesize information, author intent, reality vs. fantasy

Good Choice!

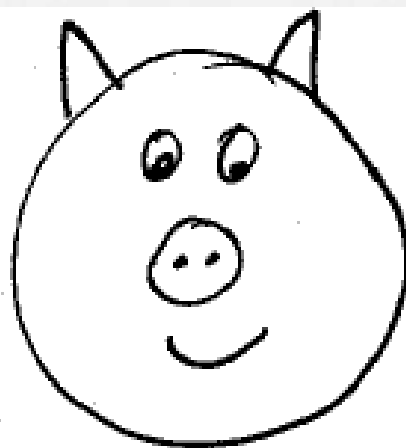
SUPPORTING INDEPENDENT READING
AND RESPONSE K-6

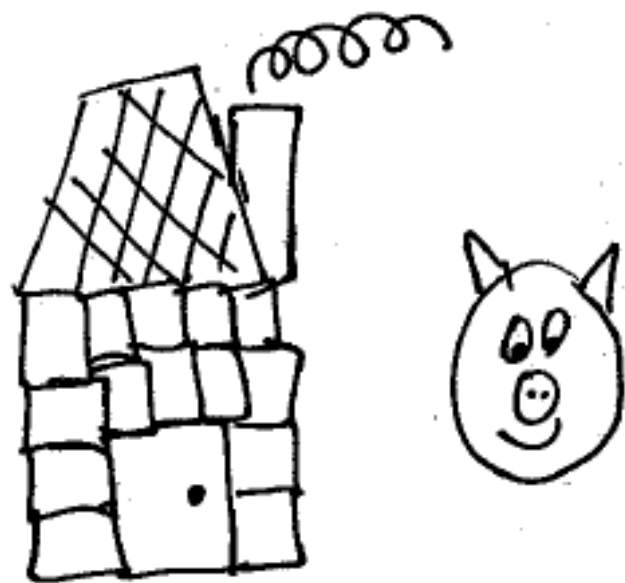


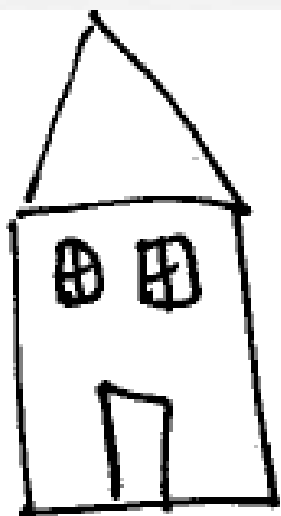
TONY STEAD

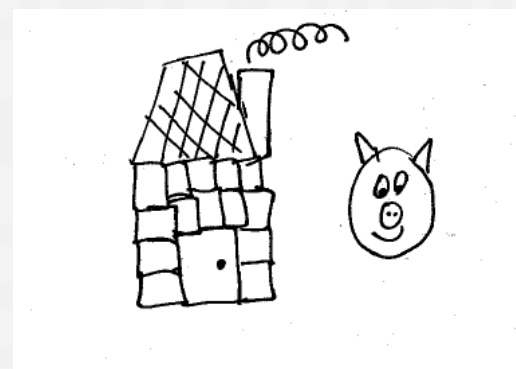
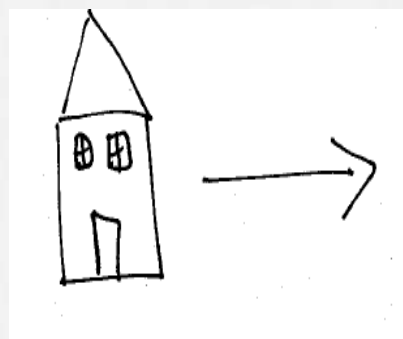
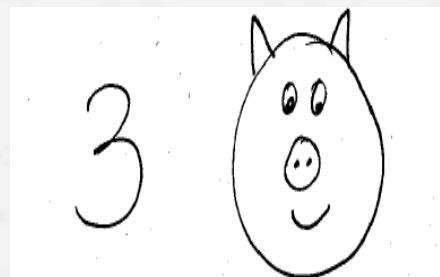
Foreword by David Booth

3









Reading and Analyzing Nonfiction Text

Appendix N: RAN Organizer

Name: _____ Grade: _____					
Topic: _____ Website(s): _____					
Content	What I Think I Know	C	M	New Facts	Wonderings
Food/Diet					
Appearance					

Free Resources

- o <http://www.stenhouse.com/html/goodchoice.htm>

Attendance for today

Type attendance code here - Message (HTML)

File Message Insert Options Format Text Review

Paste Cut Copy Format Painter Clipboard

Calibri (Body) 11 A⁺ A⁻ B I U ab A Basic Text

Address Book Check Names Attach File Attach Item Signature Assign Policy Follow Up High Importance Low Importance Tags Zoom

To... Willhoite, Kim - Division of Learning Services;

Cc...

Bcc...

Send

Subject: Type attendance code here

Kim Willhoite, NBCT
Read to Achieve Program Coordinator/Elementary Intervention Consultant
Office of Next Generation Learners
Kentucky Department of Education
500 Mero Street, 19th floor, CPT
Frankfort, KY 40601
Phone: 502.564.4970
Fax: 502.564.6470
Kim.Willhoite@education.ky.gov